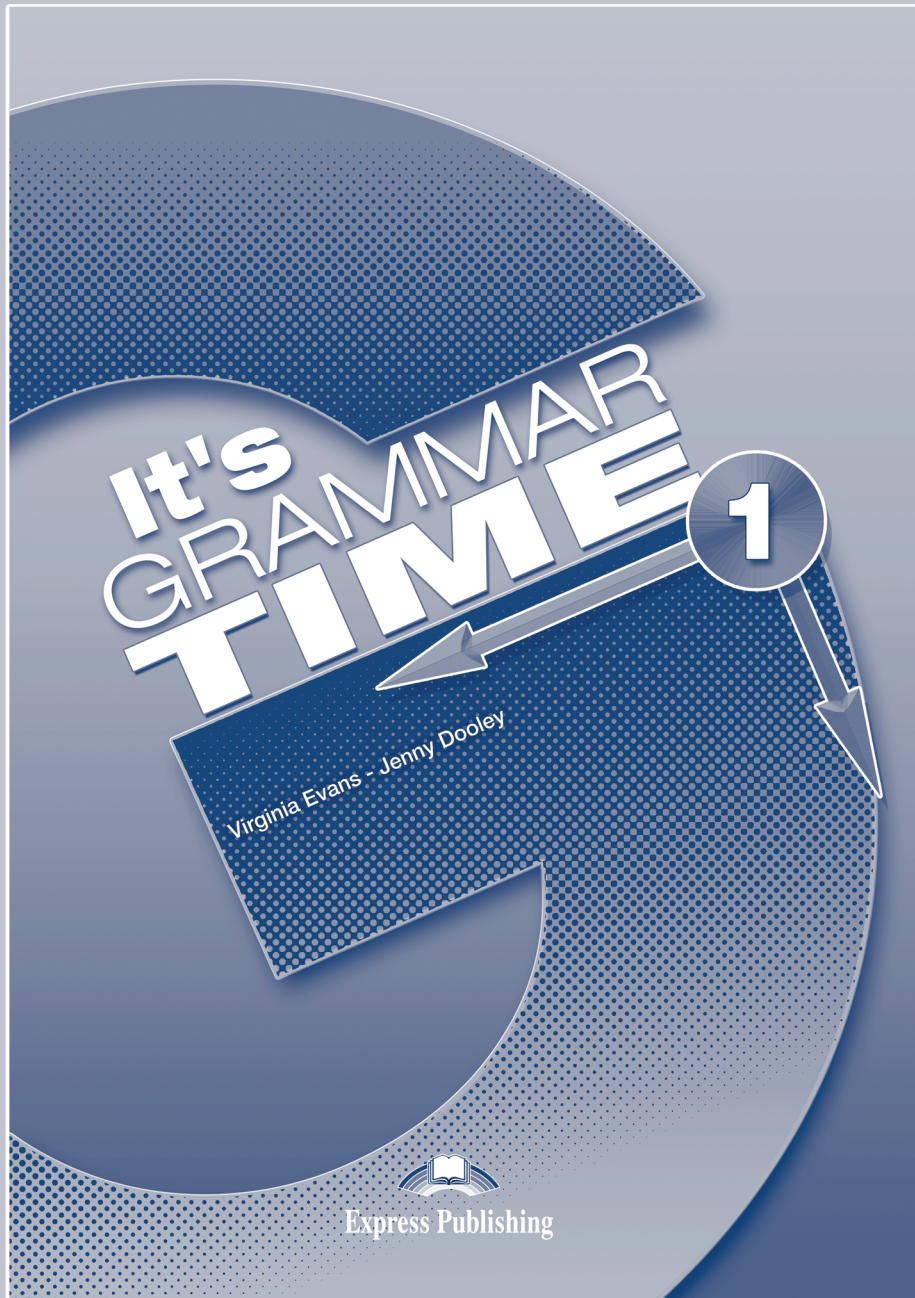


Key



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Unit 1

1 **Note:** This type of exercise can be used in two ways:

- a) The teacher can use it to present/ elicit the grammar theory. She/He asks the students to look at the picture(s) and elicits/ explains the form and/ or the uses of the grammatical structures using the example.
- b) The teacher can use it as an oral drill, after she/ he has explained the grammar boxes to consolidate the grammar theory and check that the students have fully understood it.
 - We use **an** before nouns which begin with a vowel sound (a, e, i, o, u) e.g. **an egg**
 - We use **a** before nouns which begin with a consonant sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z) e.g. **a ball**
 - We use **a/an** with **singular countable nouns** when we talk about a person, thing or animal **in general**. e.g. *It's **an** eraser.*
 - We use **a/an** after **have/has/am/is** with **singular countable** nouns. e.g. *I'm **a** teacher. I have **a** pen.*

- 2 2 a computer 6 a magazine
 3 an eraser 7 a mobile phone
 4 a notebook 8 an MP3 player
 5 a watch

3 2 a 3 a 4 an 5 a 6 an

4 2 an, the 3 A, a, The 4 a

Speaking

(Suggested answers)

- B: This is a pencil. The pencil is brown.
 A: This is a desk. The desk is green. etc

Unit 2

- 1 • We form the **Imperative** with the **base form of the verb** without the subject. e.g. **Be quiet!**
- We form the **negative Imperative** with **do not/ don't + the base form of the verb**. e.g. **Don't eat in class.**
- We use the imperative to 1) give **orders** 2) **offer** something 3) give **instructions** 4) make a **request**
- We use **Let's + the base form of the verb** to make suggestions. e.g. *Let's go to the cinema.*

2 2 Let's try 4 Don't talk 6 Don't move
 3 Look 5 Read

- 3 2 Don't go out, please
 3 Don't listen to him
 4 Don't give Sam the pen, please
 5 Don't talk in class, please
 6 Don't open your notebooks, please
 7 Don't stand up
 8 Don't put the books in the bookcase
- 4 2 Don't eat in class
 3 Post the letters, please/ Please, post the letters
 4 Look at the camera, please/ Please look at the camera
 5 Let's go to the gym
 6 Let's play basketball
 7 Give me that book, please/ Please give me that book
 8 Let's listen to music
 9 Let's have pizza for dinner
 10 Don't watch TV late at night

5 2 Don't eat 4 Don't touch 6 Let's play
 3 Let's take 5 Remember

- 6 2 Have some cake. It's delicious! (offer)
 3 Please don't cook fish! I don't like it. (request)
 4 Add the eggs and the flour. Then mix them together! (instructions)
 5 Don't touch the oven! It's hot. (order)

Speaking

Don't eat food in the library!
 Don't write on the books!
 Take care of the books, please!
 Return the books on time!

Writing

- 2 Don't eat food in the library!
- 3 Don't write on the books!
- 4 Take care of the books, please!
- 5 Return the books on time!

Unit 3

1 Can

Affirmative: I/You/He/She/It/We/You/They **can** run.

Negative: I/You/He/She/It/We/You/They **cannot/can't** run.

Interrogative: Can I/you/he/she/it/we/you/they run?

We use **can** to express **ability**.

- 2 Sally and George can play basketball but they can't play chess.
 3 Rebecca can ride a bike but she can't ride a horse.
 4 I can ski but I can't snowboard.

- 3 a) 2 can, can't 5 can't, can
 3 can, can't 6 can, can't
 4 can, can, can't

3 b) (Suggested Answers)

- A: Can James and Steve play football?
 B: Yes, they can.
 A: Can James and Linda do karate?
 B: No, they can't.
 A: Can Steve speak French?
 B: No, he can't.
 A: Can he use a computer?
 B: Yes, he can.

- 4 2 She can't play the piano very well.
 3 Can Paul and Jake do martial arts?
 4 My brother can play computer games.
 5 Can his dad fly a plane?
 6 My little sister can't take photos.

- 5 1 can't 3 can, can't 5 can, can't
 2 can, can't 4 can't, can

6 (Suggested Answers)

- 2 Yes, I can. 6 Yes, I can.
 3 No, I can't. 7 Yes, I can.
 4 Yes, I can. 8 No, I can't.
 5 Yes, I can.

- 7 2 Can Emma and Haley ride a horse?
 No, they can't. They can play tennis.
 3 Can Laura play tennis?
 No, she can't. She can ride a horse.
 4 Can Dan ride a bike?
 No, he can't. He can play chess.

Speaking

(Suggested Answers)

- A: Can you do Karate?
 B: No, I can't. Can you play chess?
 A: Yes, I can. Can you ski?
 B: Yes, I can. Can you ride a bike?
 A: Yes, I can. Can you speak French?
 B: No, I can't. Can you speak Spanish?
 A: Yes, I can. Can you dance?
 B: No, I can't. Can you snowboard?
 A: Yes, I can. Can you sing?
 B: No, I can't. Can you swim?
 A: No, I can't. Can you play basketball?
 B: Yes, I can. Can you use a computer?
 A: Yes, I can. Can you speak English?
 B: Yes, I can.

Writing

(Suggested answer)

Sally can play football but she can't do karate.
 She can ski, but she can't speak French.
 She can't dance and she can't sing.
 She can play basketball and she can speak English.

Unit 4

1 To be

Affirmative: I am, You are, He/She/It is, We/you/they are

I'm, You're, He's, She's, It's, We're, You're, They're

Negative: I am not, You aren't, He/She/It is not, We/You/They are not

I'm not, You aren't, He/She/It isn't, We/You/They aren't

Interrogative: Am I, Are you, Is he/she/it, Are we/you/they?

We use the short form of the verb **to be** when we speak.

- 2 2 's/is 5 are 8 're/are 11 's/is
 3 're/are 6 're/are 9 'm/am 12 are
 4 's/is 7 's/is 10 's/is

- 3 2 am 4 are 6 are 8 are 10 is
 3 is 5 is 7 are 9 are

- 4 2 Are 4 're 6 is 8 are
 3 is 5 isn't 7 am

- 5** 1 is, is 4 is, 's
 2 Are, 'm not, 'm 5 Are, aren't, 're
 3 are, 're, 're 6 is, 's, 's
- 6** 2 Are you a teacher?
 3 Emily is shy.
 4 Are they from Poland?
 5 He is not eighteen years old.
 6 Hockey is my favourite sport.
- 7** 2 Is, isn't, 's 5 is, is
 3 Are, 'm not, 'm 6 Is, isn't, is
 4 Are, am
- 8** 2 Are they from Brazil? e
 3 Is he in your class? b
 4 Is Sophie your best friend? d
 5 Is football your favourite sport? a
- 9** 2 Are, they aren't, They're
 3 Is he, he isn't, He's
 4 Is she, she isn't, She's
- 10** 2 Is basketball your favourite sport?
 3 Are they from Russia?
 4 Are you sixteen years old?
- 11 a)** 2 am/'m 5 are 8 isn't
 3 is 6 are/'re 9 are
 4 am/'m 7 is 10 aren't
- b)** 2 No, they aren't. 4 Yes, they are.
 3 No, she isn't. 5 No, he isn't.

Speaking**(Suggested Answers)**

A: Is your favourite colour blue?
 B: No, it isn't. It's red.

A: Is History your favourite subject?
 B: Yes, it is.

A: Is Lionel Messi your favourite athlete?
 B: No, he isn't. It's David Beckham.

Writing**(Suggested Answer)**

Michael is sixteen years old. His favourite sport is tennis. His favourite colour is red. His favourite subject is History. His favourite athlete is David Beckham.

Unit 5

- 1** 2 him, He 4 it, It 6 them, They
 3 her, She 5 them, They
- 2** 2 me 4 us 6 you 8 her 10 me
 3 her 5 them 7 it 9 us
- 3** 2 him 4 We 6 he 8 us
 3 They 5 She 7 them 9 You
- 4** 2 She 4 her 6 He 8 They
 3 him 5 them 7 We
- 5 (Suggested Answers)**
 2 Blue, it 5 Lisa, her
 3 Lyn and Mary, them 6 Tennis, it
 4 English, it 7 Brad Pitt, him
- 6** 2 I 4 she 6 It 8 He 10 you
 3 They 5 her 7 He 9 them
- 7** 2 it 3 her 4 him 5 them 6 us

Speaking**(Suggested Answers)**

A: How old are you?
 B: I'm sixteen.
 A: Where are you from?
 B: I'm from Italy.
 A: What nationality are you?
 B: I'm Italian.
 A: What year are you in?
 B: I'm in year 11.
 A: What school subjects are you good at?
 B: I'm good at Maths and ICT.

Writing**(Suggested Answer)**

My partner's name is Tony. Tony is sixteen years old. He's from Italy. He's Italian. Tony is in year 11. He's good at Maths and ICT.

Unit 6

- 1 • The **possessive adjectives** show that something belongs to somebody or the relationship between two or more people.
- We put the possessive adjectives **before nouns**.

2 2 your 4 her 6 our 8 their
3 his 5 its 7 your

3 2 His 4 Our 6 My 8 Her
3 your 5 Their 7 Your

4 2 Our 4 Its 6 Their 8 your
3 his 5 My 7 She

5 2 my 5 My 8 Their
3 My 6 Her 9 Its
4 His 7 My 10 your

Speaking

(Suggested Answers)

D: Yes, and this is your pencil case.

E: This is my eraser.

F: Yes, and this is his schoolbag.

G: These are her pens.

H: Yes, and this is our desk.

Unit 7

- 1 **What:** object
Why: reason
What time/ When/ How often/ How long: time
Who/Whose: people
Where: place
How long/ How tall: size
How much/ How many: quantities/ number
How: manner
How old: age
How far: distance

2 2 How 4 Where 6 Whose
3 When 5 Why

3 2 How long g 6 How fast h
3 How many b 7 How tall a
4 How old e 8 How far d
5 How often f

- 4 2 Where is the supermarket
3 How many notebooks are there on the desk
4 When is the party
5 Who is your favourite football player
6 How much is the dress
7 How old is Mary
8 Whose coat is this
9 What is your favourite colour
10 How long is a tiger's tail

5 2 What ... are you 5 When's your
3 Where are you 6 What's your
4 How ... are you 7 What are your

6 2 B 3 C 4 C 5 A

7 (Suggested Answers)

- 1 I'm from Poland.
- 2 What, I'm Polish.
- 3 How, I'm seventeen
- 4 How, I'm 1.70 m tall.
- 5 Who, My best friend is Maria.
- 6 When, My friend's birthday is in April.

Speaking

(Suggested Answers)

A: Which town is he from?

B: He's from Cardiff, Wales.

A: How old is he?

B: He's 26 years old.

A: When is his birthday?

B: It's on the 16th of July, 1989.

A: What is his favourite food?

B: It's corn beef hash.

A: What are his favourite hobbies?

B: They're football, hockey and rugby.

Writing

(Suggested Answer)

Gareth Bale is British. He is from Cardiff, Wales. He's 26 years old. His birthday is on the 16th of July, 1989. His favourite food is corn beef hash. His favourite hobbies are football, hockey and rugby.

Unit 8

1 We form the **plurals** of nouns in the following ways:

- singular noun + **-s** pens
- singular noun ending in **-s, -ss, -sh, -ch, -x, -o + -es** watches
- singular noun ending in **vowel + -y → y+ -s** toys
- singular noun ending in **consonant + -y → y + -ies** ladies
- singular noun ending in **-f or -fe → f/fe + -ves** wolves

2 **-s** birds, pens, cakes, hands, notebooks, rulers, boys, oranges
-es dishes, peaches, classes
-ies cherries, bodies, nationalities, countries, berries, ladies
-ves scarves, lives
Irregular people, feet, mice

3 2 glasses 7 brush 12 potatoes
 3 man 8 computers 13 flag
 4 trophies 9 boxes 14 lorries
 5 knives 10 watches 15 children
 6 teeth 11 mouse 16 glove

4 /s/ hats, books, skirts, clocks
 /iz/ foxes, classes, oranges, dishes, cages, boxes
 /z/ apples, chairs, babies, balls, cherries, bags, rooms, knives

5 2 d sandwiches 4 b butterflies
 3 e leaves 5 c tomatoes

6 2 The scarves are 6 The men are
 3 The women are 7 The lorries are
 4 the mice 8 Her dresses are
 5 The children are

Speaking

(Suggested Answers)

In picture B, I can see two bikes.
 In picture A, I can see one bird.
 In picture B, I can see two birds.
 In picture A, I can see one leaf.
 In picture B, I can see three leaves.
 In picture A, I can see one woman.
 In picture B, I can see two women.

In picture A, I can see one child.
 In picture B, I can see two children.
 In picture A, I can see one butterfly.
 In picture B, I can see three butterflies.

Writing

(Suggested Answer)

In picture B, I can see two bikes.
 In picture B, I can see two birds.
 In picture B, I can see three leaves.
 In picture B, I can see two women.
 In picture B, I can see two children.
 In picture B, I can see three butterflies.

Exploring Grammar I (Units 1-8)

- 1 a) name's = name is
 I'm = I am
 I'm = I am
 I'm = I am
 she's = she is
 Maria's = Maria is
 they aren't = they are not
 Martin's = Martin is
 he's = he is
 Simon's = Simon is

Affirmative: I am, you are, he/she/it is, we/you/they are

I'm, you're, he's, she's, it's, we're, you're, they're

Negative: I am not, you are not, he/she/it is not, we/you/they are not

I'm not, you aren't, he/she/it isn't, we/you/they aren't

Interrogative: Am I, Are you, Is he/she/it, are we/you/they?

- b) We use the long form of the verb *to be* in **positive short answers**.

- 2 1 She's from America.
 2 She's eighteen years old.
 3 Because she's a student at university.
 4 She can play the guitar.
 5 Tennis.
- 3 a) (s) I'm from, I'm eighteen, I'm a student, **she's** nineteen, **she** can, **I** can't, **I** can, **they** aren't, **he's** at school, about **you** (o) love **them**, tell **me**

b) 1 she 2 they 3 he

c) You

4 Examples in the text:

(a/an) I'm **a** student, Maria's **a** singer, I can't play **a** musical instrument, Simon's **an** athlete
(the) she can play **the** guitar

We use **a/an** with singular countable nouns after have/has/am/is when we talk about something for the first time. e.g. *He's **a** doctor.*

We use **the** with nouns when we talk about something specific, or when we mention something for the second time. e.g. *I can see a ball. **The** ball is blue.*

- 5 a) My (best friend) plural: our
Her (name) plural: their
My (favourite) plural: our
My brothers plural: our
your hobbies plural: your

b) 1 Their 2 Her 3 His 4 Our

6 a) Examples in the text:

sports, brothers, students, hobbies
We form the **plurals** of nouns in the following ways:

- singular noun + **-s** pens
- singular noun ending in **-s, -ss, -sh, -ch, -x, -o + -es** watches
- singular noun ending in **vowel + -y → y+ -s** toys
- singular noun ending in **consonant + -y → y + -ies** ladies
- singular noun ending in **-f or -fe → f/fe + -ves** wolves

-s: books

-es: buses, dresses, potatoes, foxes, bushes

-ies: babies

-ves: wives

Irregular plurals: men, women, fish, sheep, teeth, feet, geese

- b) Name – names, student – students, university – universities, friend – friends, singer – singers, guitar – guitars, instrument – instruments, sport – sports, school – schools, athlete – athletes

7 a) Write back soon!

Don't write back soon!

- b) 1 Don't watch 3 Tidy
2 Don't open 4 Write

8 Examples in the text:

She **can** play the guitar, I **can't** play a musical instrument, I **can** play many sports

Affirmative: I/you/he/she/it/we/you/they can

Negative: I/you/he/she/it/we/you/they cannot/ can't

Interrogative: Can I/you/he/she/it/we/you/they?

We use can to express **ability**.

Revision I (Units 1-8)

1	1 B	6 C	11 C	16 A	21 B
	2 B	7 A	12 C	17 C	22 A
	3 C	8 B	13 A	18 C	23 B
	4 A	9 C	14 A	19 A	24 C
	5 B	10 A	15 B	20 A	25 B

Grammar in Focus

A 1 is 3 a 5 countries
2 am 4 The

B 1 are 2 My 3 can 4 he

C 1 what 2 Post 3 me

Unit 9

1 a) **Affirmative:** There is – There are

Negative: There isn't – There aren't

Interrogative: Is there ... ? – Are there ... ?

b) We use **there is** for singular nouns and **there are** for plural nouns.

- c) • We use **a/an** with singular countable nouns. We use **a** before nouns beginning with a consonant sound. We use **an** before nouns beginning with a vowel sound.
- We use **some** in affirmative sentences with nouns in the plural. We use **any** in interrogative and negative sentences with nouns in the plural.

Unit 10

- 1**
- We use **this/these** to point to people, things or animals **near** us.
 - We also use **this/these** to **introduce people**.
 - We use **this** on the **phone** to say **who we are**.
 - We use **that/those** to point to people, things or animals **far away** from us.
- 2** 2 Those are – these are 4 These are – those are
3 That's – this is 5 This is – that's
- 3** 2 Those are watches. 4 Those are my friends.
3 These are cameras. 5 These are scarves.
- 4** 2 those, they 3 this, it 4 that, it

Speaking**(Suggested Answers)**

- A: This is a schoolbag.
B: Those are pens.
A: These are notebooks.
B: This is an atlas.
A: That is a desk.
B: This is a ruler.
A: These are erasers.
B: Those are pencil sharpeners.

Unit 11

- 1** 2 in front of 4 on 6 behind
3 among 5 in
- 2** 2 in front of 5 next to 8 opposite
3 opposite 6 behind
4 between 7 near
- 3** 2 Jane 4 Frank 6 Mary
3 Kevin 5 Sarah
- 4** 2 between 4 behind 6 under
3 next 5 on
- 5** 2 A 4 C 6 B 8 C
3 A 5 C 7 C
- 6** 2 on 4 in front of 6 at
3 in 5 among

- 7** 2 on 6 on 10 on
3 behind 7 on 11 next to
4 on 8 under
5 in front of 9 between

Speaking**(Suggested Answers)**

- A: Where's the sofa?
B: It's between two small tables.
A: Where are the cushions?
B: They are on the sofa.
A: Where's the window?
B: It's behind the sofa.
A: Where are the curtains?
B: They are on the window.
A: Where's the coffee table?
B: It's in front of the sofa.
A: Where are the books?
B: They are on the coffee table.
A: Where's the carpet?
B: It's on the floor under the coffee table.
A: Where's the painting?
B: It's on the wall next to the window.

Writing**(Suggested Answer)**

In my living room there is a sofa. The sofa is between two small tables. There are some cushions on the sofa. There is a window behind the sofa and some curtains on the window. There is a coffee table in front of the sofa with some books on it. There is a carpet on the floor under the coffee table. There is a painting on the wall next to the window.

Unit 12**1 Possessive adjectives:** my**Possessive pronouns:** yours, mine

- We put possessive adjectives before nouns.
- Possessive pronouns do not take a noun after them.
- Possessive adjectives/pronouns show that something belongs to someone.
- Possessive adjectives also show the relationship between two or more people.

- 2** 2 your 5 their/ours 8 your/mine
3 hers 6 your/mine 9 their
4 our/theirs 7 our/Her 10 Her

- 3** 2 her 5 their 8 its 11 their
3 yours 6 his 9 ours 12 yours
4 your 7 mine 10 theirs

- 4** 2 A 4 B 6 B 8 A 10 A
3 C 5 A 7 A 9 B

- 5** 2 your 5 his
3 hers/mine 6 their
4 ours/yours/our 7 their/Theirs

- 6** 2 Our 4 Their 6 his 8 our 10 your
3 my 5 my 7 mine 9 its

Speaking

(Suggested Answers)

- A: Whose dog is this?
B: It's his.
A: Whose pencils are these?
B: They're hers.
A: Whose mobile phone is this?
B: It's hers.
A: Whose watch is this?
B: It's his.
A: Whose books are these?
B: They're hers.
A: Whose pen is this?
B: It's his.
A: Whose bike is this?
B: It's hers.

Unit 13

1 The verb **Have got**

Affirmative: I/You have got, He/She/It has got, We/You/They have got

I've got, You've got, He's got, She's got, It's got, We've got, You've got, They've got

Negative: I/You have not got, He/She/It has not got, We/You/They have not got

I/You haven't got, He/She/It hasn't got, We/You/They haven't got

Interrogative: Have I/you got .. ? Has he/she/it got ... ?, Have we/you/they got ... ?

We use **have got** to: **a)** show that something **belongs** to somebody **b)** talk about **relationships**.

- 2 a)** 2 hasn't 4 's 6 hasn't
3 haven't 5 've

b) (Suggested Answers)

I've got a CD player, a laptop and a TV.

- 3** 2 Have Amy and Ted got bicycles? Yes, they have.
3 Has Alice got a guitar? Yes, she has.
4 Have they got a flat? No, they haven't. They've got a house.
5 Has Bob got a laptop? Yes, he has.
6 Has the dog got a long tail? No, it hasn't. It's got a short tail.

- 4** 1 B: 've
2 A: Has B: hasn't, 's
3 A: Has B: has
4 A: hasn't
5 A: Has B: has
6 A: Have B: haven't

- 5** 2 've got 4 's got 6 Have ... got
3 've got 5 's got

6 (Suggested Answers)

- 2 Have
Yes, they have./No, they haven't.
3 Has
Yes, she/he has./No, she/he hasn't.
4 Has
Yes, it has./No, it hasn't.
5 Have
Yes, they have./No, they haven't.

- 7 a)** 2 Simon has got a computer and a camera. He hasn't got an MP3 player or a car.
3 Carol and Brian have got an MP3 player, a computer and a car. They haven't got a camera.
4 Ryan has got a computer, a camera and a car. He hasn't got an MP3 player.

b) (Suggested Answers)

- A: Has Tina got a camera?
B: No, she hasn't. Has Ryan got a car?
A: Yes, he has. Have Carol and Brian got an MP3 player?
B: Yes, they have. Has Simon got a car?
A: No, he hasn't. etc

Speaking**(Suggested answers)**

- A: Have you got a piano?
 B: No, I haven't.
 A: Have you got a bike?
 B: Yes, I have.
 A: Have you got a netbook?
 B: Yes, I have.

Writing**(Suggested answer)**

My partner Sally has got a bike and a netbook. She hasn't got a pet and a piano.

Exploring Grammar II (Units 9-13)

- 1 a) 1 there are 4 There is 7 there is
 2 There are 5 there aren't 8 Are there
 3 there are 6 there is

b) We use **there is** for singular nouns and **there are** for plural.

- 2 1 F 2 T 3 T 4 F 5 F

- 3 1 this/these
 2 that/those

Example in the text:

This is the Nautilus house (line 2)

- 4 I'm **in front of** an unusual plants **in** every room
 the kitchen is **next to** the living room **in** the living room
 colourful windows **on** the walls
 a grass carpet **on** the floor
 any cushions **on** it
 a beautiful garden **behind** the house
 unusual buildings **in** your country
Name 3 more: (any of the following) between, at, under, near, opposite, among

- 5 a) • We use **a/an** with singular countable nouns. We use **a** before nouns beginning with a consonant sound. We use **an** before nouns beginning with a vowel sound.
 • We use **some** in affirmative sentences with nouns in the plural. We use **any** in interrogative and negative sentences with nouns in the plural.

Examples in the text:

a very unusual building
 shape of **a** shell
 house of **a** young couple
a bathroom, **a** kitchen and **a** living room
 there are **some** colourful windows
 and **a** grass carpet
 There is also **a** huge round sofa
 there aren't **any** cushions
 there is **a** beautiful garden
 there is **a** great view
 It's **an** amazing house
 Are there **any** unusual buildings

- b) 1 There aren't any flowers in the vase.
 2 There is a glass on the table.
 3 There are some pictures on the wall.
 4 There isn't an armchair in the room.

6 a) Examples in the text:

a young couple and **their** two children (relationship)

buildings in **your** country (possession)

- Possessive adjectives are usually followed by nouns.
- Possessive adjectives are followed by a noun. Possessive pronouns are NOT followed by a noun.

- b) 1 Its 3 mine 5 ours
 2 Their 4 Her

- 7 a) They **'ve got** shell-shaped beds
Negative: They haven't got
Interrogative: Have they got?

- b) 1 Have Steve and Diana got a big house?
 2 She has not got two sisters.
 3 Has Susan got any brothers?
 4 Our town has got an aquarium.

- c) **Short answers:** Yes/No, subject + has/have/hasn't/haven't
 We don't use got in short answers.

Revision II (Units 1-13)

- | | | | | | |
|---|-----|------|------|------|------|
| 1 | 1 B | 6 B | 11 A | 16 C | 21 C |
| | 2 A | 7 A | 12 B | 17 B | 22 A |
| | 3 C | 8 C | 13 B | 18 B | 23 C |
| | 4 A | 9 C | 14 A | 19 C | 24 B |
| | 5 C | 10 B | 15 C | 20 C | 25 B |

Grammar in Focus

- A** 1 is 3 a 5 the
2 has 4 isn't 6 any
- B** 1 There 2 in 3 on 4 have
- C** 1 Where 3 Write 5 That
2 your 4 me

Unit 14

- 1 Form:**
- We add **'s** to names and singular nouns.
 - We add **'** to plural nouns ending in **-s**.
 - We add **'s** to irregular plural nouns.
 - In order to talk about things, we use the preposition **of**.
 - We use the **possessive case** to show **possessions, relationships** and **physical characteristics**.

- 2** 2 They're the runners' medals.
3 It's the policeman's helmet.
4 They're the photographers' cameras.
5 It's the teacher's pen.
- 3** 2 sister's room 7 colour of the room
3 capital of Spain 8 men's cars
4 sharks' teeth 9 Mark and Tina's car
5 children's schoolbag 10 Shawn's and Joe's computers
6 Tom and Sue's mum

- 4** 2 Whose 3 Who's 4 Whose 5 Whose

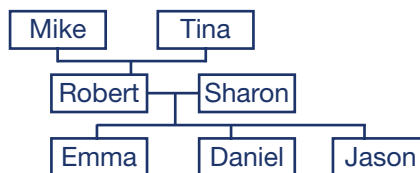
- 5** 2 Whose shopping bags are these? They are the girls'.
3 Whose house is this? It's Paul and Helen's.
4 Whose MP3 player is this? It's Daniel's.
5 Whose rollerblades are these? They are Emma's and Jim's.

- 6** 2 B 3 C 4 A 5 C 6 C

- 7** 2 David ... Irene's, their
3 Kevin's, his
4 Gill's, her
5 Daniel ... Sarah's, their
6 Gill's, her
7 Daniel ... Sarah's, their
8 Daniel's, his

Speaking**(Suggested Answers)**

- A: Who's David?
B: He's Jane's husband. He's my uncle.
A: Who's Jane?
B: She's my dad's sister. She's my aunt.
A: Who's Tom?
B: He's Mary's husband. He's my dad.
A: Who's Mary?
B: She's Peter's sister. She's my mum.
A: Who's Emma?
B: She's Peter's wife. She's my aunt.

Writing**(Suggested Answer)**

My name is Emma. This is my family tree. Mike is my grandfather. He's 72 years old. Tina is Mike's wife. She's my grandmother. Mike and Tina are my dad's parents. My dad is Robert. His wife is Sharon. Sharon is my mum. Daniel and Jason are my brothers.

Unit 15

- 1 Affirmative:** I/we/you/they + the base form of the verb
he/she/it + the base form of the verb + -s
Negative: I/we/you/they + do not (don't) + the base form of the verb
He/she/it + does not (doesn't) + the base form of the verb
Interrogative: do + I/we/you/they + the base form of the verb
does + he/she/it + the base form of the verb

We use the *present simple* to describe **permanent states, repeated actions, habits, daily routines** and **general truths**.

- 2** /s/ likes, eats, talks, makes
/iz/ catches, watches, dances, finishes, fixes, misses
/z/ goes, flies, lives, reads, copies, spends, studies

- 3 2 work out 5 live 8 get up
3 teaches 6 tidies 9 snows
4 has 7 play 10 go

- 4 2 Do, do 4 doesn't 6 Do, don't
3 Does 5 Do

- 5 1 B: works
2 A: do you go B: do
3 A: doesn't like B: loves
4 A: Do the children walk B: take
5 A: Do you get up B: never wake up
6 A: don't want
7 A: does this coat cost

Speaking

(Suggested Answers)

- A: Does David surf the Internet at the weekend?
B: No, he doesn't. Do Vicky and Kate go to the cinema at the weekend?
A: No, they don't. Does David go to the cinema at the weekend?
B: Yes, he does. Do Vicky and Kate play video games at the weekend?
A: No, they don't. Does David play video games at the weekend?
B: Yes, he does. Does Kate get up early at the weekends?
A: Yes, she does. Do Vicky and David get up early at the weekend?
B: No, they don't. Do David and Kate meet friends at the weekend?
A: Yes, they do. etc

- 6 • Adverbs of frequency go **before** the **main verb** but **after** the verb **to be**.
• Adverbs of frequency tell us **how often something happens**.

- 7 2 I always have a shower in the evenings.
3 I am rarely late for work.
4 I often talk to my friends on the phone.
5 We never have cereal for breakfast.
6 I sometimes go to work by car.

8 (Suggested Answers)

- A: How often do you chat on the phone?
B: I usually chat on the phone in the afternoon.
A: How often do you eat at a restaurant?
B: I seldom eat at a restaurant.

- A: How often do you play video games?
B: I always play video games in the evening. ... He usually chats on the phone in the afternoon. He seldom eats at a restaurant. He always plays video games in the evening.

9 (Suggested Answers)

- 2 Do you play video games in the evening? Yes, I do./No, I don't.
3 Does your mother do the housework? Yes, she does./No, she doesn't.
4 Do your friends play football in the afternoon? Yes, they do./No, they don't.
5 Do you watch TV after dinner? Yes, I do./No, I don't.
6 Do you go to bed late at weekends? Yes, I do./No, I don't.

- 10 2 b does he go/ drives
3 a does he have, has
4 e does he do, surfs
5 c does he go, goes

- 11 2 finish 5 do you do 8 Do you eat
3 Do you enjoy 6 meet 9 does
4 don't get 7 have

- 12 2 gets up 6 doesn't drive 9 doesn't
3 has 7 leaves usually do
4 eats 8 arrives 10 watches
5 walks

- 13 2 What does he do before breakfast? He has a shower.
3 How does he get to work? He walks to work.
4 What time does he usually go home? At 6 o'clock.
5 What does he always do in the evening? He watches TV.

Speaking

(Suggested Answers)

- A: Do you have breakfast at the weekend?
B: Yes, I always have breakfast.
A: Do you go to school/work at the weekend?
B: No, I don't.
A: Do you meet friends in the afternoon at the weekend?
B: Yes, I do.
A: Do you work out at the gym at the weekend?

- B: No, I don't.
 A: Do you play computer games at the weekend?
 B: Yes, I do. I play with my friends.
 A: Do you watch TV in the evening at the weekend?
 B: Yes, I do. I watch TV with my brother and sister.
 A: Do you eat dinner at the weekend?
 B: Yes, I do. I eat dinner with my family.
 A: Do you go to bed late at the weekend?
 B: Yes, I do.

Writing

(Suggested Answer)

At the weekend, Karen never gets up early in the morning. She always eats breakfast. She doesn't go to school/work. In the afternoon, she meets her friends. She plays computer games with her friends. She doesn't work out at the gym. In the evening, she watches TV with her brother and sister and eats dinner with her family. She goes to bed late at the weekend.

Unit 16

- 1 Affirmative:** I/You have got, He/She/It has got, We/You/They have got
 I/You've got, He/She/It's got, We/You/They've got
Negative: I/You have not got, He/She/It has not got, We/You/They have not got
 I/You haven't got, He/She/It hasn't got, We/You/They haven't got
Interrogative: Have I/you got ...?, Has he/she/it got ...?, Have we/you/they got ...?

We use have got to:

- show that something belongs to somebody
 - describe the characteristics of people, animals or things
 - talk about relationships
- 2** 1 hasn't got 3 has got, hasn't got
 2 have got, haven't got 4 haven't got, have got
- 3** 1 B: hasn't, has/'s
 2 A: Have B: have
 3 A: Has B: hasn't
 4 A: Have B: have
- 4** 2 has got 5 have got 8 Have ... got
 3 has got 6 have...got
 4 hasn't got 7 has got

Speaking

(Suggested Answers)

Karen is tall and slim. She's got blue eyes and long blond hair. She's got a small nose and thin lips. She hasn't got full lips. She's got two brothers but she hasn't got any sisters. They've got a small house in the city. They've also got a pet dog. It's got black and white spots.

Unit 17

- 1** We use **like/love/hate + -ing** to show preference or how we feel about something.
- 2** 2 hates tidying 6 likes listening
 3 doesn't like cooking 7 hates getting
 4 like watching 8 loves meeting
 5 doesn't like reading
- 3** 2 riding 5 shopping 8 cooking
 3 washing 6 going
 4 taking 7 teaching
- 4** 2 hates cleaning the garage.
 3 likes surfing the Internet in the evening.
 4 loves washing the car.
 5 don't like eating fish.
 6 loves drinking a cup of tea every night.

Speaking

(Suggested Answers)

- A: I love going to the cinema and I like doing my homework.
 B: I don't like doing my homework. I love eating vegetables.
 A: Not me. I hate eating vegetables. I like meeting friends.
 B: Me too. But I don't like having picnics.
 A: Really? I love having picnics. I also like swimming but I don't like skating.
 B: I don't like swimming but I like skating.

Writing

(Suggested Answer)

My friend and I love playing computer games. I like going to the cinema but my friend doesn't like going to the cinema. I like doing my homework but my friend doesn't like doing his homework. My friend loves eating vegetables but I hate eating vegetables. My friend and I like meeting our friends. My friend doesn't

like having picnics but I love having picnics. I like swimming but I don't like skating. My friend doesn't like swimming but he likes skating.

Exploring Grammar III (Units 14-17)

1 a) Examples in the text:

He **lives** in London
but he never **uses** it
Kit **plays** Jon Snow
He **travels** to the USA
but he **doesn't like** flying
when he **gets** on a plane
He **doesn't have** much free
but he **likes** watching
when he **finds** the time
He also **loves** listening
Kit **plays** the piano
and **thinks** it's important

b) He doesn't live in London
but he doesn't use it
Kit doesn't play Jon Snow
He doesn't travel to the USA
when he doesn't get on a plane
but he doesn't like watching
when he doesn't find the time
He also doesn't love listening
Kit doesn't play the piano
and doesn't think it's important

c) We use don't/doesn't to form the negative. The main verb is used in the base form.

We **use** the *present simple* for:

- permanent states** – Mark **lives** in London.
- repeated actions** – She usually **drives** to work.
- habits** – He **eats** his lunch at two o'clock every day.
- daily routines** – She **walks** her dog in the morning.
- general truths** – The sun **sets** in the west.

- 2 a) 1 He lives in London, England.
2 He plays Jon Snow.
3 He likes watching horror films at the cinema and loves listening to music.
4 He plays the piano.

b) We form the third person singular in the interrogative with **does + subject + the base form of the verb**. We form all the other persons with **do + subject + the base form of the verb**.

- 3 1 Does Kit live in the USA?
No, he doesn't.
2 Does he travel a lot to film his show?
Yes, he does.
3 Does he love playing the guitar?
No, he doesn't.

4 a) **Examples in the text:**
but he **never** uses it
and is **always** nervous when he

b) Adverbs of frequency go **before** the **main verb** or **after** the verb **to be**.

- c) 1 Kit sometimes goes to the cinema.
2 He usually listens to music in his free time.
3 He often travels to film his show.
4 He is always nervous when flying.

5 a) Examples in the text:

his **father's** name
his **mother's** name

We use the **possessive case** to show **possession** or the **relationship** among people.

- b) 1 b 2 a 3 a 4 b

c) We add ' to plural nouns ending in -s. – the boys' caps
We add 's to irregular plural nouns. – the children's caps

6 a) We use **-ing** form.
Examples in the text:
but he **doesn't like flying**
he **likes watching**
he also **loves listening**

b) (Suggested Answers)

I like watching TV in my free time.
I love reading books in my free time.
I hate playing video games in my free time.

Revision III (Units 1-17)

- | | | | | | |
|---|-----|------|------|------|------|
| 1 | 1 A | 6 C | 11 A | 16 B | 21 C |
| | 2 A | 7 A | 12 A | 17 C | 22 C |
| | 3 B | 8 C | 13 C | 18 A | 23 B |
| | 4 C | 9 C | 14 B | 19 B | 24 C |
| | 5 C | 10 B | 15 B | 20 B | 25 A |

Grammar in Focus

- A** 1 is 3 don't need 5 a
2 waiters 4 a

- B** 1 a 3 has got 5 his
2 an 4 looks 6 him

- C** 1 are 3 eating
2 the 4 some/the/-

Unit 18

- 1 Affirmative:** I + am ('m) + verb + -ing, You + are ('re) + verb + -ing, He/She/It + is ('s) + verb + -ing, We/You/They + are ('re) + verb + -ing

Negative: I + am not ('m not) + verb + -ing, You are not (aren't) + verb + -ing, He/She/It + is not (isn't) + verb + -ing, We/You/They + are not (aren't) + verb + -ing

Interrogative: Am + I + verb + -ing, Are + you + verb + -ing, Is + he/she/it + verb + -ing, Are + we/you/they + verb + -ing

We use the **present continuous** for actions which are happening at the moment of speaking, for actions happening around now and for fixed arrangements in the near future.

- 2** + -ing: walking, singing, reading, sleeping, playing, wearing
e + -ing: riding, taking, writing, dancing
double consonant + -ing: swimming, travelling, shopping, running
- 3** 2 The Smiths are having dinner.
3 David is playing a computer game.
4 Bill is riding a bike.
5 Amy and Jack are watching TV.
6 Sarah is taking a photograph.
- 4** 2 Are they washing the car? No, they aren't. They're washing the dishes.
3 Is she singing? No, she isn't. She is listening to music.

- 4 Is he driving a bus? No, he isn't. He's driving a car.
5 Is he eating a sandwich? No, he isn't. He's eating a salad.
6 Is the dog sleeping? No, it isn't. It's running.

- 5** 2 Are you writing 7 Is Jack working
3 isn't making 8 am having
4 are leaving 9 is chasing
5 is packing 10 is studying
6 are swimming

- 6** In picture A, Fiona is reading a book.
In picture B, Fiona isn't reading a book. She's talking to Gill.
In picture A, Gill is listening to music.
In picture B, Gill isn't listening to music. She's talking to Fiona.
In picture A, Tom is eating a sandwich.
In picture B, Tom isn't eating a sandwich. He's drinking some Cola.
In picture A, Steve and Bill are riding their bikes.
In picture B, Steve and Bill aren't riding their bikes. They're jogging.

- 7** 2 is shining 4 are enjoying 6 is eating
3 am sitting 5 are riding 7 is listening

- 8** 2 Are the boys studying at the library?
3 Is Kate having a Maths lesson now?
4 Sandra is not talking on her mobile.
5 Eric is staying in a hotel at present.
6 John is eating a burger.
7 The student is doing his homework.
8 Claire and Ted are not watching a film at the moment.

9 (Suggested Answers)

- 2 Are you and your friends visiting an aquarium? Yes, we are./No, we aren't.
3 Are you wearing a blue jumper? Yes, I am./No, I'm not. I'm wearing a dress.
4 Is your friend playing the guitar right now? Yes, he/she is./No, he/she isn't. She's/He's studying.
5 Is your mum cooking at the moment? Yes, she is./ No, she isn't. She's reading a book.

Writing**(Suggested Answer)**

Hi Peter,
 I'm having a great time at university. Today the sun is shining and I am sitting outside the campus. Lots of students are outside. We are enjoying the good weather. Sarah is lying on the grass and she is reading a book. Gill and Fiona are chatting and Bill and Steve are jogging.
 I really like it here. What about you?
 Write soon,
 Tom

- 10** 2 PS stative verb
 3 PC action happening at the time of speaking
 4 PS permanent state
 5 PC temporary state
 6 PS permanent state
 7 PC temporary state
 8 PS habit
 9 PC fixed arrangement in the near future
 10 PS general truth
- 11** 2 Bob reads a book every evening. He isn't reading a book now. He's singing around the campfire.
 3 Bob and Jeff play football every afternoon. They aren't playing football today. They're going horse riding.
 4 Lucy exercises at the gym every morning. She isn't exercising now. She's making breakfast in the kitchen.
 5 They swim every Saturday. They aren't swimming today. They're playing board games.
 6 Ted jogs every morning. He isn't jogging today. He's hiking in the forest.
- 12** 2 drinks 4 isn't playing 6 doesn't go
 3 visits 5 sleeps
- 13 (Suggested Answers)**
 2 Does your friend sometimes play computer games in the evenings? Yes, he/she does./No, he/she doesn't.
 3 Is it raining now? Yes, it is./No, it isn't.
 4 Does that villa belong to a rich businessman? Yes, it does./No, it doesn't.
 5 Are you going shopping this weekend? Yes, I am./No, I'm not.

6 Does she like listening to music? Yes, she does./ No, she doesn't.

- 14** 2 in the evening 4 every winter 6 now
 3 now 5 at the moment
- 15** 1 B: usually goes
 2 A: are you doing B: 'm studying
 3 A: are you standing B: 'm waiting
 4 A: Is Brian surfing B: is sleeping
 5 A: walk B: take
 6 A: Do you like
 7 B: 're making
 8 A: are, want B: 're watching
 9 A: does this skirt cost
 10 A: are you making B: are celebrating

16 (Suggested Answers)

- 2 I usually play tennis every Thursday.
 3 I'm writing an email at the moment.
 4 I do my homework every afternoon.
 5 I'm never late for work.
 6 I'm meeting my cousins next week.
 7 I'm going to the park today.
 8 I'm working hard these days.

- 17 A** 2 is snowing 4 are making
 3 don't know 5 aren't wearing

- B** 1 are you doing 5 watch
 2 'm playing 6 go
 3 Do you want 7 is raining
 4 stay

- 18** 2 A 4 B 6 B 8 C 10 A
 3 B 5 A 7 C 9 A

- 19** 2 are visiting 6 takes 10 are you
 3 is raining 7 eat spending
 4 snows 8 walk
 5 visit 9 are staying

Speaking**(Suggested Answers)**

- A: Does Tom repair cars twice a week?
 B: No, he doesn't. He repairs cars every day.
 A: Does Tom wear a uniform?
 B: Yes, he does.
 A: Is Tom fixing an engine now?
 B: Yes, he is.

- A: Does Sarah work from 8am to 4pm every day?
 B: No, she doesn't. She works from 9 am to 3 pm.
 A: Does she teach students twice a week?
 B: No, she doesn't. She teaches students every day.
 A: Is she wearing a white dress today?
 B: No, she isn't. She's wearing a grey dress.
 A: Is she standing in front of the class now?
 B: No, she isn't. She's sitting at her desk now.

Writing

(Suggested Answer)

Sarah is a teacher. She works from 9am to 3pm every day. She teaches students every day. She is wearing a grey dress today. She is sitting at her desk now. Tom is a mechanic. He works from 8 am to 6 pm every day. He repairs cars every day. He wears a uniform to work. He is fixing an engine now.

Unit 19

- We use **the** with singular or plural nouns when we are talking about something specific. We also use **the** with **unique nouns** (The Parthenon), before the names of **musical instruments** (the violin), **nationalities** ending in -sh, -ch, or -ese and **families** (the Chinese, the Smiths), before the names of **rivers, seas, oceans, deserts, mountain ranges** (the Thames) etc.
 - We **don't** use **the** before **proper nouns** (This is Mark.), **countries, cities, continents, islands, mountains** or **lakes** (Spain), **meals, games/sports**, (lunch, football) etc.

- /ðə/ train, sky, game, temperature, coat
 - /ði:/ ice cream, orange, omelette, elephant

- 2 The, the
 - 3 The, -
 - 4 -, -
 - 5 The, the
 - 6 -, -, -

- 2 the
 - 3 -
 - 4 the
 - 5 the
 - 6 the
 - 7 -
 - 8 the, the
 - 9 The
 - 10 -

- 1 B: an
 - 2 A: a
 - 3 A: -
 - 4 A: the, -
 - 5 A: a
 - B: The
 - B: -

- 2 The = -
 - 3 a = an
 - 4 the = a
 - 5 a = the
 - 6 a = the

- 2 the
 - 3 -
 - 4 -
 - 5 -
 - 6 the
 - 7 a
 - 8 the
 - 9 the
 - 10 -
 - 11 -
 - 12 a

Speaking

(Suggested Answers)

- B: You can visit the Eiffel Tower which has an amazing view of Paris from the top. You can also visit the Louvre Museum which is in the centre of the city, near the Seine River. Thousands of art lovers and tourists visit this museum to admire classic and modern artwork.
- A: What else can you do?
 B: Well, you can take a cruise on the Seine River and see the city. You can also see tourist hotspots such as the Pompidou Center, the National Opera, the Pantheon, and the Palace of Versailles which was the home of the French Royal family. What city are you from?
 A: Athens, the capital city of Greece. It is a beautiful city.
 B: What can you see there?
 A: You can visit the Acropolis which is an ancient monument. It has an amazing view of Athens from the top. You can also visit the Acropolis Museum which is nearby, in Plaka Square. Thousands of art lovers and tourists visit this museum to admire ancient Greek artwork. From there, you can visit the shopping area of Plaka and Ermou street or stop at a Greek restaurant and try some local dishes.
 B: What else can you do?
 A: Well, you see tourist hotspots such as, the Parthenon, the Panathenaic Stadium and the Temple of Olympian Zeus which was the ancient temple of Zeus.

Writing

(Suggested Answer)

In Paris, the capital city of France, there are many sights to see. Don't miss visiting the Eiffel Tower which has an amazing view of Paris from the top. You can also visit the Louvre Museum which has an amazing collection of classical and modern artwork. From there, you can take a cruise on the Seine River and see the city. You can see tourist hotspots such as the

Pompidou Center, the National Opera, the Pantheon, and the Palace of Versailles which was the home of the French Royal family. Book now and visit this amazing city today.

Unit 20

1 We use **prepositions of time** to say when sth happens, happened or will happen.

eg *I go to the gym **on** Saturdays. I usually get up **at** 8:00 **in** the morning. They go skiing **in** the winter.*

2 **At:** noon, the weekend, 8 o'clock, midnight, night
On: 27th November, a hot day, New Year's Day
In: an hour, 2011, winter, a week, October, 25 minutes, the 21st century

3 2 at 4 in 6 in 8 on 10 on 12 in
 3 at 5 at 7 in 9 at 11 in

4 2 A 4 B 6 B 8 C 10 B
 3 C 5 A 7 C 9 A

5 (Suggested Answers)

- 2 I have lunch at two o'clock.
- 3 I surf the Internet in the evenings.
- 4 I go to bed late at night.
- 5 I go shopping on Saturdays.
- 6 I meet my friends at the weekend.

6 a) 2 In 4 at 6 on 8 at
 3 at 5 in 7 at

- b) 2 Jim and his friends get up at 9 o'clock during their holiday.
- 3 They go skiing in the afternoons.
- 4 On Tuesday they plan to go sightseeing.
- 5 Jim and his friends go to bed at 11 o'clock.

Speaking

(Suggested Answers)

- B: Then in the morning, I have breakfast at the hotel.
 A: In the morning, I have breakfast at my grandparent's house by the sea. Then, I go fishing with my granddad.
 B: After breakfast, we go into town and visit museums until noon. I usually take lots of pictures. Then we have lunch at a café.

A: After fishing we have lunch. In the afternoon, I usually go swimming at the beach.

B: In the afternoon, we go shopping around town and in the evening we go out to dinner and try local dishes.

A: In the evening, we have dinner at my grandparent's cottage and we watch TV until it's time to go to bed. I usually go to bed at 11 pm.

B: After dinner we return to the hotel and watch TV. I usually go to bed at midnight.

Writing

(Suggested Answer)

When I am on holiday, I usually get up at 10 o'clock. Then, I have breakfast at the hotel. After breakfast, we go into town and visit museums until noon. I usually take lots of pictures. Then we have lunch at a café. In the afternoon, we go shopping around town and in the evening we go out to dinner and try local dishes. After dinner, we return to the hotel and watch TV. I usually go to bed at midnight.

Exploring Grammar IV (Units 18-20)

1 a) Verbs in the present simple: *He **lives** in a flat*
*It **usually rains***
*Eric **takes** me*
*We **usually visit** museums*
*we **eat** at traditional French restaurants*
 We use the present simple: for daily routines/habits, permanent states and general truths

b) lives → doesn't live
 usually rains → doesn't usually rain
 takes → doesn't take
 usually visit → don't usually visit
 eat → don't eat

We use the verb **do** to form the negative. The main verb is used in the base form after **don't/doesn't**. e.g. *I **live** → I **don't** live, She **goes** → she **doesn't** go*

2 a) **Examples in the text:**

I'm celebrating
 I'm staying with my friend
 The sun is shining
 we are spending the day
 I'm having
 I'm coming home

We use the present continuous for actions happening at the time of speaking, temporary states and for fixed arrangements in the near future.

- b) • Verbs ending in **-e** drop the **-e** and take **-ing**. e.g. *have – having*
- Verbs ending in a **vowel + consonant** double the consonant and add **-ing**. e.g. *shop – shopping*
- Verbs ending in **-ie** drop the **-ie** and take **-ying**. e.g. *lie – lying*

- 3 1 I'm celebrating, I'm staying, I'm having
2 Lives
3 Rains, takes, visit, eat
4 Is shining
5 Are spending, I'm coming

- 4 1 Because he's celebrating his birthday.
2 He's staying with his friend Eric.
3 It usually rains.
4 They eat at traditional French restaurants.
5 They're spending the day by the Seine River.

- 5 1 B 2 B 3 C 4 B 5 B

- 6 We use *a/an* before singular countable nouns. We use the definite article *the* to refer to something specific.

Examples in the text:

for **a** week
lives in **a** flat
near **the** Eiffel Tower
There is **a** great view of **the** city
The weather is lovely
The sun is shining
are spending **the** day by **the** Seine River
I'm having **a** wonderful time

- 7 1 The Smiths 3 the guitar 5 the UK
2 the Park 4 an 6 a

8 **Examples in the text:**

at present
rains **at** this time
in the morning
in the afternoon
on Sunday

More examples:

*She goes to bed **at** 11 o'clock.*

*I get up early **on** weekdays.*

*He plays computer games **in** the evening.*

Revision IV (Units 1-20)

1	1 C	6 C	11 C	16 B	21 A
2	A	7 C	12 A	17 C	22 B
3	A	8 B	13 A	18 C	23 B
4	C	9 A	14 B	19 A	24 C
5	B	10 C	15 A	20 A	25 C

Grammar in Focus

- A** 1 usually do 3 at 5 (are) eating
2 on 4 are watching 6 The
- B** 1 has got 3 a 5 can
2 plays 4 her 6 the
- C** 1 travelling 3 in 5 They
2 always goes 4 his 6 every

Unit 21

- 1 **Affirmative:** I was, You were, He/She/It was, We/You/They were

Negative: I was not/wasn't, You were not/weren't, He/She/It was not/wasn't, We/You/They were not/ weren't

Interrogative: Was I ...?, Were you ...?, Was he/she/it ...?, Were we/you/they ...?

- 2 **YESTERDAY**

- 2 No, he wasn't 4 No, he wasn't.
3 They were at the gym.

TODAY

- 1 He's in the park.
2 No, he isn't.
3 His friends are with him in the park.
4 Yes, he is.

- 3 2 Were Alexander Fleming and Marie Curie astronauts? No, they weren't. They were scientists.
3 Was Maria Callas a painter? No, she wasn't. She was an opera singer.
4 Was Charles Dickens an actor? No, he wasn't. He was a writer.

- 4 2 j were 7 e was
 3 a was 8 d were
 4 f were 9 g were
 5 i were 10 b was
 6 h was

- 5 2 were 3 was 4 are 5 is 6 was

Speaking

(Suggested Answers)

- A: Were there any shops?
 B: No, there weren't.
 A: Were there any houses?
 B: Yes, there were.
 A: Were there any wide streets?
 B: No, there weren't.
 A: Was it crowded?
 B: No, it wasn't.
 A: Were there any trees?
 B: Yes, there were.
 A: Were there any fields?
 B: Yes, there were.

Writing

This is Smith Street. It's a busy street. There are lots of shops and tall buildings. The Street is wide and very crowded. There aren't any fields or houses. Many years ago Smith Street was very different. There weren't any shops or tall buildings. The street wasn't wide or crowded. There were fields and lots of houses.

Unit 22

- 1 **Affirmative:** subject + had
Negative: subject + didn't + have
Interrogative: did + subject + have
- 2 2 He didn't have a skateboard.
 3 He had a football.
 4 He didn't have a computer.
 5 He had a dog.
 6 He didn't have a TV.
- 3 2 Did ... have 4 Did ... have 6 did ... have
 3 did ... have 5 had

Speaking

(Suggested Answers)

- B: Did you have a bike when you were seven?
 A: Yes, I did. Did you have a skateboard?
 B: No, I didn't. Did you have a football?
 A: Yes, I did. Did you have a computer?
 B: Yes, I did. Did you have a computer?
 A: No, I didn't. Did you have a dog?
 B: Yes, I did. Did you have a TV?
 A: Yes, I did. Did you have a TV?
 B: No, I didn't.

Writing

(Suggested Answer)

When James was seven he had a basketball. He didn't have a skateboard. He had a computer and he had a dog. He didn't have a TV when he was seven years old.

Unit 23

- 1 **Affirmative:** subject + could + base form of the verb
Negative: subject + couldn't + base form of the verb
Interrogative: Could + subject + base form of the verb
- 2 2 She couldn't swim when she was nine.
 3 She could dance when she was nine.
 4 She could ride a bike when she was nine.
 5 She couldn't use a computer when she nine.
 6 She could take photos when she was nine.
 7 She could paint when she was nine.
 8 She couldn't play the guitar when she was nine.

Speaking

(Suggested Answers)

- A: Could you cook when you were nine?
 B: No, I couldn't. Could you cook when you were nine?
 A: No, I couldn't. Could you swim when you were nine?
 B: No, I couldn't. Could you dance when you were nine?
 A: Yes, I could. Could you ride a bike when you were nine?
 B: Yes, I could. Could you use a computer when you were nine?

- A: No, I couldn't. Could you take photos when you were nine?
 B: Yes, I could. Could you paint when you were nine?
 A: Yes, I could. Could you play the guitar when you were nine?
 B: No, I couldn't.

Writing

(Suggested Answer)

Frank could play tennis at the age of nine. He couldn't cook and he couldn't swim. He could ride a bike and he could take photos but he couldn't play the guitar.

Unit 24

- 1 Affirmative:** subject + the base form of the verb + -ed

Negative: subject + did not/didn't + the base form of the verb

Interrogative: did + subject + the base form of the verb

- 2** 2 loved 5 tried 8 watered
 3 tidied 6 quarrelled 9 returned
 4 stopped 7 smiled 10 looked

- 3** /t/ cooked, brushed, kissed, watched, dropped
 /d/ lived, cried, stayed
 /id/ invited, invented, painted, counted

- 4** 2 He played football with Tony.
 3 He didn't talk to his friends.
 4 He returned home for lunch.
 5 He studied for a test.
 6 He didn't wash the dishes.
 7 He walked the dog.
 8 He didn't listen to music.
 9 He surfed the Internet.
 10 He didn't have dinner.

- 5** 2 ... cleaned the house and watched TV. She didn't visit a museum or play basketball.
 3 ... played basketball and watched TV. He didn't visit a museum or clean the house.
 4 ... visited a museum and cleaned the house. They didn't play basketball or watch TV.

- 6** 2 did it last 5 Did she visit
 3 did she stay 6 Did she enjoy
 4 was 7 did she return

- a 5 b 6 c 3 d 2 e 4 f 7

- 7** 1 died 6 Did you cook
 2 exercised 7 missed, arrived
 3 didn't like 8 Did Steve enjoy
 4 walked 9 discovered
 5 didn't celebrate 10 Did they eat, didn't ask

- 8** 2 Did he study for his test last night?
 3 Did Sue and Harry play tennis two days ago?
 4 Kate helped her mum tidy the kitchen yesterday morning.
 5 Did you call your friend yesterday?/Did your friend call you yesterday?
 6 I did not clean my house yesterday.
 7 We ordered a takeaway an hour ago.
 8 Did it snow last year?

- 9** 2 Yes, she did.
 3 No, she didn't. She washed her car.
 4 No, she didn't. She played tennis.
 5 Yes, she did.

- 10** 2 Pablo Picasso wasn't a famous composer. He was a famous painter.
 3 Thomas Edison didn't invent the TV. He invented the light bulb.
 4 The Pharaohs didn't live in Ancient Greece. They lived in Ancient Egypt.
 5 Amelia Earhart didn't travel across the Atlantic Ocean in a boat. She travelled across the Atlantic Ocean in a plane.
 6 Leonardo da Vinci didn't live in France. He lived in Italy.

- 11 a)** 2 worked 5 appeared 8 visited
 3 didn't like 6 published 9 loved
 4 decided 7 travelled 10 died

- b)** 2 A: Where was his first job?
 B: It was in an office./He worked in an office.
 3 A: When did his first novel appear?
 B: His first novel appeared in 1837.
 4 A: Why did he travel to America in 1842?
 B: He travelled to America to talk about his books.
 5 A: When did he visit America again?
 B: He visited America again in 1867.
 6 A: Where did he die?
 B: He died in Kent, England.

- 12 2 enjoyed 5 Did you stay 8 Did you
3 played 6 didn't cook order
4 celebrated 7 decided

13 (Suggested Answers)

- 1 I watched TV yesterday afternoon.
- 2 I surfed the Internet last night.
- 3 I finished school last year.
- 4 I visited my grandfather three days ago.
- 5 I travelled to Spain in 2012.

Speaking

(Suggested Answers)

- A: Did you stay at home last Saturday?
B: Yes, I did.
A: Did you surf the Internet?
B: No, I didn't.
A: Did you watch TV?
B: No, I didn't.
A: Did you walk the dog?
B: Yes, I did.
A: Did you tidy your room?
B: Yes, I did.
A: Did you play computer games?
B: Yes, I did.

Writing

(Suggested Answer)

Last Saturday Debbie visited her friends. She didn't listen to music. She stayed at home but she didn't surf the Internet. She didn't watch TV but she walked the dog. She tidied her room and she played computer games.

Exploring Grammar V (Units 21-24)

- 1 a) 1 lived 8 passed
2 moved 9 worked
3 stayed 10 selected
4 experienced 11 launched
5 loved 12 landed
6 started 13 was
7 studied 14 stepped

- b) • We form the **interrogative** past form of regular verbs by using **did + subject** + the base form of the verb. e.g. **Did he play tennis?**

- We form the **negative** past form of regular verbs by using **didn't + the base form of the verb**. e.g. **He didn't play tennis.**
- We form **short answers** in the past simple by using: **Yes/No + subject + did/didn't**. eg, **Yes, he did./No, he didn't.**

- c) 1 Yes, he did. 3 Yes, he did.
2 No, he didn't. 4 No, they didn't.

- 2 a) The past simple of the verb *to be* is *was/were*.

Examples in the text:

Neil Armstrong **was** born
When he **was** young
When he **was** 5 years old
Armstrong **was** one of
Because he **was** the first man

- b) **Interrogative:** was/were + subject pronoun
e.g. **Were you at school yesterday morning?**
Negative: subject pronoun + was not/wasn't, were not/weren't e.g. **He wasn't at home when I called.**

- c) 1 were 5 was 9 were
2 wasn't 6 weren't 10 were
3 were 7 Was
4 Were 8 was

- 3 a) • The past form of the verb **have** is **had**.
• Example in the text: He **had** a brother and a sister.
• **Interrogative:** did + subject + have e.g. **Did you have a computer when you were seven?**

- b) • The past form of the verb *can* is *could*.
• Example in the text: He **could** fly very well.
• **Negative:** couldn't + base form of the verb e.g. **I couldn't swim when I was three.**
• **Interrogative:** could + subject + base form of the verb e.g. **Could you ride a bike when you were nine?**

- 4 1 Neil Armstrong had a sister.
2 Armstrong didn't have flying lessons as a boy.
3 He couldn't fly a plane when he was young.
4 He could walk on the moon.
5 Armstrong was the first man to walk on the moon.

Revision V (Units 1-24)

- | | | | | | |
|---|-----|------|------|------|------|
| 1 | 1 A | 6 A | 11 C | 16 B | 21 B |
| | 2 B | 7 A | 12 A | 17 B | 22 A |
| | 3 A | 8 C | 13 C | 18 C | 23 C |
| | 4 B | 9 B | 14 A | 19 A | 24 A |
| | 5 C | 10 C | 15 C | 20 C | 25 B |

Grammar in Focus

- A**
- | | | |
|--------|------------|--------------|
| 1 are | 4 in | 7 don't walk |
| 2 the | 5 have got | 8 can |
| 3 live | 6 Their | 9 eating |
- B**
- | | | |
|---------|---------|-------|
| 1 was | 3 could | 5 it |
| 2 lived | 4 had | 6 the |
- C**
- | | | |
|----------|-----------|--------|
| 1 in | 3 has got | 5 the |
| 2 opened | 4 there | 6 gets |

Unit 25

- 1 Irregular verbs** do not form the past simple by adding -ed. (There is a list of irregular verbs at the end of the book.) They form **questions** and **negations** with **did/didn't + the base form of the verb**. e.g. *She left yesterday. Did she leave yesterday? She didn't leave yesterday.*

- 2**
- | | |
|----------------|------------------|
| 2 had cereal | 4 went to a café |
| 3 took the bus | |

- 3**
- | | | |
|---------|----------|-----------|
| 2 break | 7 told | 12 make |
| 3 drew | 8 knew | 13 said |
| 4 ate | 9 leave | 14 bought |
| 5 felt | 10 wrote | 15 bring |
| 6 put | 11 came | 16 fell |

- 4**
- | | |
|-------------------|--------------------|
| 2 saw, (e) called | 4 broke, (a) took |
| 3 cut, (b) put | 5 felt, (d) opened |

- 5**
- | | |
|--------------|-------------|
| 2 didn't buy | 4 didn't go |
| 3 slept | 5 see |

- 6**
- 2 Suddenly he felt the ground shake.
 - 3 He didn't know what to do and hid under the table.
 - 4 A few minutes later the earthquake stopped.
 - 5 Frank stood up and went outside immediately.
 - 6 Frank was scared, but he felt happy to be safe.

- 7**
- 2 People didn't eat fast food. They ate home cooked meals.
 - 3 People didn't send emails. They sent letters.
 - 4 People didn't fly across the Atlantic. They travelled by boat.
 - 5 People didn't have shopping centres. They had local markets.

- 8**
- 2 Who did you go with?
 - 3 What was the weather like?
 - 4 Where did you stay?
 - 5 What did you do?
 - 6 Did you make any friends?
 - 7 Did you send any postcards?
 - 8 Did you buy any souvenirs?

(Suggested Answers)

- 1 I went to France.
- 2 I went with my best friend.
- 3 The weather was hot and sunny.
- 4 We stayed at a hotel.
- 5 We went sightseeing.
- 6 Yes, I did.
- 7 Yes, I did. I sent postcards to my family.
- 8 Yes, I did. I bought souvenirs for my family and my friends.

- 9**
- | | |
|--------------|----------------|
| 2 fed | 4 Did you pay |
| 3 didn't buy | 5 didn't speak |

- 10**
- | | |
|--------------------|---------------------------------|
| 1 B: bought, wore | |
| 2 A: Did you go | B: stayed, watched |
| 3 A: was | B: didn't hear |
| 4 A: did you do | B: woke up, had, ate |
| 5 A: did you visit | B: was |
| 6 A: did you cook | B: didn't want, stopped, bought |
| 7 A: did you stay | B: arrived, left |
| 8 A: did you do | B: took |

- 11**
- | | | | |
|-----|-----|-----|-----|
| 2 A | 4 A | 6 A | 8 C |
| 3 B | 5 C | 7 C | |

- 12**
- | | |
|---------------------|-------------------|
| 2 did ... weigh (A) | 4 did ... use (A) |
| 3 did ... grow (B) | 5 did ... eat (A) |

- 2 The T-Rex weighed 7 tons.
- 3 The T-Rex grew up to 6 metres.
- 4 The T-Rex used its long tail to run fast.
- 5 The T-Rex ate meat.

- 13** 2 had 5 cut 8 waited 11 ran
3 came 6 told 9 froze
4 said 7 put 10 ate

- 14** 2 They had a small bag of sugar.
3 The wolf cut a hole in the ice with his claws.
4 The cold water froze around his tail.
5 The fox ate all the sugar and ran away.

15 (Suggested Answers)

- 2 I had pizza for dinner last night.
3 I travelled to Germany in 2011.
4 I bought a new bike last month.
5 I visited my uncle two days ago.

Speaking

(Suggested Answers)

It was a nice day so Sandra and Jane went camping in the woods. They put up their tent and made a fire. Later, they went to sleep. They woke up because they heard a strange noise. They saw a bear near their tent. The women started to scream and ran away as fast as they could. Jane suddenly opened her eyes and looked around. She realized that it was only a bad dream.

Writing

(Suggested Answer)

It was a nice day so Sandra and I went camping in the woods. We put up our tent and made a fire. Later, we went to sleep. We woke up because we heard a strange noise. We saw a bear near our tent. We started to scream and ran away as fast as we could. Suddenly I opened my eyes and looked around. I realised that it was only a bad dream.

Unit 26

- 1**
- **Adjective:** greedy **Adverb:** quickly
 - By adding **-ly** to the adjective. e.g. *sad* – *sadly*
 - Adjectives ending in **-le** drop the **-e** and take **-y**. e.g. *terrible* – *terribly*
 - Adjectives ending in a **consonant + -y** drop the **-y** and take **-ily**. e.g. *happy*–*happily*
 - Adjectives ending in **-l** take **-ly**. e.g. *cheerful* – *cheerfully*
 - Adjectives describe **nouns** e.g. *This is an old car*. Adverbs describe **verbs**. e.g. *She drives carefully*.

- 2** 2 easily 6 carefully 10 dangerously
3 late 7 warmly 11 terribly
4 angrily 8 heavily 12 early
5 happily 9 well

- 3** 3 early – adverb of time
4 usually – adverb of frequency
5 here – adverb of place
6 beautiful – adjective (O)
7 soon – adverb of time
8 fast – adverb of manner
9 new – adjective (F)
10 square – adjective (O)
11 carefully – adverb of manner
12 strong – adjective (F)

- 4** 2 e 3 d 4 c 5 b 6 f

- 5** 2 hungry (adj)/quickly (adv)
3 old (adj)/slowly (adv)
4 young (adj)/softly (adv)
5 clever (adj)/hard (adv)
6 excited (adj)/happily (adv)

- 6** 2 hungrily 5 beautifully 8 terribly
3 tidy 6 funny 9 easy
4 polite 7 warm 10 seriously

- 7** 2 careful 4 quietly 6 well
3 slowly 5 beautiful

- 8** 2 well (adverb) 7 late (adjective)
3 fast (adverb) 8 good (adjective)
4 late (adjective) 9 late (adverb)
5 hard (adjective) 10 good (adjective),
6 fast (adjective) well (adverb)

- 9** 2 Yesterday, he didn't hear the alarm./He didn't hear the alarm yesterday.
3 He had to run quickly to catch the bus.
4 He was really lucky because the bus came early.
5 He walked quietly into the meeting room.
6 Luckily nobody noticed he wasn't there before.

Speaking

(Suggested Answers)

- A: I am artistic. I draw carefully and I play the piano beautifully.
B: I'm not very artistic. I draw carefully but I play the piano terribly.

- A: I am a shy person. I am serious and I talk quietly.
 B: Oh, I'm a confident person. I am funny and I talk loudly.
 A: I am good at school subjects. I can solve Maths problems quickly and I find homework easy.
 B: I am good at school subjects too. I solve Maths problems slowly but I don't find homework hard.

Unit 27

- 1 a) **less** – adverb, **harder** – adjective, **really** – adverb, **biggest** – adjective

- b) **less** – comparative, **harder** – comparative, **biggest** – superlative

c) **Adjectives:**

- with one-syllable and two-syllable adjectives we form the comparative by adding **(-e)r** and the superlative by adding **(-e)st**. tall-taller-tallest, large – larger - largest
- with adjectives of more than two syllables we form the comparative with **more** and the superlative with **most**. expensive – **more** expensive – **most** expensive

Adverbs:

- Adverbs which have the same form as the adjective, take **-er** in the comparative and **-est** in the superlative. Fast – faster – fastest, late – later – latest
- Adverbs formed by adding **-ly** to the adjective, take **more** in the comparative and **most** in the superlative. dangerously – **more** dangerously – **most** dangerously

- 2 2 thicker – thickest
 3 thinner – thinnest
 4 worse – worst
 5 sharper – sharpest
 6 smaller – smallest
 7 happier – happiest
 8 more careful – most careful
 9 more intelligent – most intelligent
 10 better – best
 11 further/farther – furthest/farthest
 12 friendlier/more friendly – friendliest/most friendly
- 3 2 more quickly – most quickly
 3 earlier – earliest
 4 more bravely – most bravely

- 5 harder – hardest
 6 more clearly – most clearly
 7 faster – fastest
 8 more angrily – most angrily
 9 better – best
 10 less – least

- 4 2 larger 5 more poisonous
 3 the sharpest 6 The oldest
 4 the longest

- 5 2 in 3 of 4 than 5 of 6 than

- 6 2 smaller, lighter than 5 the heaviest of
 3 the tallest of 6 tall as
 4 less than

- 7 2 African grey parrots can learn more words than other parrot species.
 3 Loggerhead turtles are bigger than all the other sea turtles.
 4 Giraffes are the tallest animals on Earth.

- 8 2 The Tabby kitten is sweeter than the black cat but the Siberian cat is the sweetest of all.
 3 The Siberian cat is noisier than the Tabby kitten but the black cat is the noisiest of all.
 4 The Black cat is quicker than the Tabby kitten but the Siberian cat is the quickest of all.
 5 The Black cat is friendlier/more friendly than the Siberian cat but the Tabby kitten is the friendliest/most friendly of all.

- 9 2 funnier than 7 as much
 3 as quiet 8 faster than
 4 endangered than 9 heavier than
 5 easy as 10 better than
 6 slimmer than

- 10 1 B 3 A 5 B 7 B
 2 C 4 A 6 C 8 A

- 11 2 wilder 6 smarter
 3 the scariest 7 more aggressively
 4 older 8 more quickly
 5 the most intelligent 9 higher

- 12 1 B: much
 2 A: very B: much
 3 A: much B: very
 4 A: very B: much

Speaking

(Suggested Answers)

- A: A wolf is heavier than a monkey.
 B: Yes! And a monkey is much heavier than a squirrel.
 The bear is the heaviest of all.
 A: A monkey is smaller than a wolf.
 B: Yes! And a wolf is smaller than a bear. The squirrel is the smallest of all.
 A: A wolf is more dangerous than a monkey.
 B: Yes! And a monkey is much more dangerous than a squirrel. The bear is the most dangerous of all.
 A: A wolf is stronger than a monkey.
 B: Yes! And a monkey is much stronger than a squirrel. The bear is the strongest of all.
 A: A monkey is cuter than a bear.
 B: Yes! And a bear is much cuter than a wolf. The squirrel is the cutest of all.

Writing

(Suggested Answer)

- A monkey is smarter than a panda.
 The dolphin is the smartest of all.
 A wolf is bigger than a monkey.
 The bear is the biggest of all.
 A wolf is heavier than a monkey.
 The bear is the heaviest of all.
 A wolf is more dangerous than a monkey.
 The bear is the most dangerous of all.
 A wolf is stronger than a monkey.
 The bear is the strongest of all.
 A monkey is cuter than a bear.
 The squirrel is the cutest of all.
 A rabbit is slower than a cow.
 The turtle is the slowest of all.

Exploring Grammar VI (Units 25-27)

- 1 **Regular:** weighed, used, disappeared
Irregular: were, became, had, ran, could, laid, sat, left
- 2 a) • We form the **negative past form** by using **didn't + the base form of the verb**. e.g. *He played golf.* → *He didn't play golf.*
 • We form the **interrogative** by using **did + subject + the base form of the verb**. e.g. *He played golf.* → *Did he play golf?*
 • To form **short answers** we use **Yes/No + subject pronoun + did/didn't**. e.g. *Yes, he did./No, he didn't.*

- b) 1 Did Troodons weigh up to 50 kgs? Yes, they did.
 2 Did they have strong legs? Yes, they did.
 3 Did they have small eyes? No, they didn't.
 4 Were they dangerous dinosaurs? Yes, they were.

3 a) Adverbs in the text:

and ran very **fast**
 spot its prey more **easily**
 left the nest very **quickly**

Adverbs are formed:

- by adding **-ly** to the adjective. e.g. *sad* – *sadly*
- adjectives ending in **-le** drop the **-e** and take **-y**. e.g. *terrible* – *terribly*
- adjectives ending in a **consonant + -y** drop the **-y** and take **-ily**. e.g. *happy* – *happily*
- adjectives ending in **-l** take **-ly**. e.g. *cheerful* – *cheerfully*

Adverbs describe verbs. e.g. *He drives carelessly.*

Adjectives describe nouns. e.g. *expensive cars*

- b) 1 slow 3 carefully 5 badly
 2 happy 4 quickly 6 easy

- 4 a) short – **shorter** – the shortest
 good – better – **the best**
 smart – smarter – **the smartest**

b) Examples in the text:

more easily

We form the comparative and superlative form of adjectives/adverbs as follows

Adjectives:

- with one-syllable and two-syllable adjectives we form the comparative by adding **(-e)r** and the superlative by adding **(-e)st**. *tall* – *taller* – *tallest*, *large* – *larger* – *largest*
- with adjectives of more than two syllables we form the comparative with **more** and the superlative with **most**. *expensive* – *more expensive* – *most expensive*

Adverbs:

- Adverbs which have the same form as the adjective, take **-er** in the comparative and **-est** in the superlative. *fast* – *faster* – *fastest*, *late* – *later* – *latest*

– Adverbs formed by adding -ly to the adjective, take **more** in the comparative and **most** in the superlative. *dangerously* – **more** *dangerously* – **most** *dangerously*

- c) 1 bigger 4 the longest
2 the most beautifully 5 more politely
3 more dangerous 6 the fastest

- d) 1 as well as 3 very hot 5 much
2 very cold 4 as strong as bigger

Revision VI (Units 1-27)

- 1 1 B 6 B 11 B 16 C 21 B
2 C 7 A 12 A 17 C 22 A
3 B 8 B 13 A 18 B 23 A
4 C 9 A 14 B 19 C 24 C
5 B 10 C 15 A 20 B 25 A

Grammar in Focus

- A 1 lived 4 than 7 biggest 10 quickly
2 ago 5 for 8 had
3 looked 6 ate 9 could

- B 1 in 4 these 7 the
2 on 5 freely
3 has got 6 There

- C 1 an 3 was 5 its
2 in 4 couldn't 6 them

Unit 28

- 1 This tense is the **future simple**.
- **FORM: Affirmative:** I/you/he/she/it/we/you/they **will/'ll do**
Negative: I/you/he/she/it/we/you/they **will not/won't do**
Interrogative: Will I/you/he/she/it/we/you/they **do?**
 - We **use** the future simple to express **on-the-spot decisions, to make predictions based on what we think or imagine, for promises and for threats and warnings.**

- 2 2 'll get you some medicine.
3 'll make some orange juice.
4 'll turn on the TV.

- 3 2 a 3 e 4 d 5 b 6 c

- 4 2 a 4 a 6 d 8 d
3 c 5 b 7 a 9 c

- 5 2 he will 4 she won't 6 they will
3 I won't 5 he won't

- 6 2 Robots will do all our shopping for us.
3 We will use solar power for electricity.
4 Many cities on the coast will be under water.
5 People will travel into space for holidays.
6 The weather will be a lot warmer.

- 7 2 won't 5 'll 8 'll 11 'll
3 will 6 'll 9 will 12 won't
4 'll 7 won't 10 won't

- 8 2 A: Will you buy a new smartphone this year?
B: Yes, I will. / No, I won't.
3 A: Will you watch a film at the cinema next Saturday?
B: Yes, I will. / No, I won't.
4 A: Will you go on holiday abroad this summer?
B: Yes, I will. / No, I won't.
5 A: Will you study at university next year?
B: Yes, I will. / No, I won't.
6 A: Will you play video games at the weekend?
B: Yes, I will. / No, I won't.
7 A: Will you go shopping for clothes next week?
B: Yes, I will. / No, I won't.
8 A: Will you read a book later today?
B: Yes, I will. / No, I won't.

Speaking

(Suggested Answers)

It will take an hour to fly from London to New York.
There won't be any animals in zoos.
We will be able to control the weather.
Robots will do all the household chores for us.
Children will study from home.
Cars will be able to fly.
There will be one language for the whole world.

- 9 **Affirmative:** I am/'m going to, you are/'re going to, he/she/it is/'s going to, we/you/they are/'re going to

Negative: I am not /'m not going to, you are not / aren't going to, he/she/it is not/ isn't going to, we/you/they are not / aren't going to

Interrogative: Am I going to ...?, Are you going to ...?, Is he/she/it going to ...?, Are we/you/they going to ...?

We use **be going to** talk about our **intentions** in the future or to make **predictions** based on what we **see** or **know**.

10 2 X 3 X 4 ✓ 5 X 6 ✓

11 2 is going to 5 is going to
3 isn't going to 6 is going to
4 is going to 7 isn't going to

12 2 Who are you going to go with?
3 What is she going to wear?
4 Where is he going to go?
5 How long is he going to stay?
6 What is she going to buy?
7 How am I going to get it back?

13 a) 2 is going to work
3 is going to drive
4 are going to stay
5 am going to swim
6 am going to visit
7 'm going to take
8 'm going to get up
9 is going to be
10 am not going to pack
11 are you going to go

b) 2 She's going to go with her family.
3 They're going to stay in a hotel by the beach.
4 She's going to visit the local attractions.
5 The weather is going to be very hot.

14 (Suggested Answers)

2 I'm going to go shopping.
3 I'm going to buy a new laptop.
4 I'm going to go to school.
5 I'm going to go to the cinema.
6 I'm going to visit Holland.

15 2 'll pass 6 're departing
3 is going to drop 7 is going to look
4 'll drink 8 'll be
5 will be

16 2 're going to organise 5 will have
3 will become 6 will build
4 're going to clean

17 2 B: 'll regret
3 B: 'm visiting
4 B: is arriving
5 B: 'll read
6 A: 'are you going to spend
B: 'll go
7 A: 'm leaving
8 A: 's going to slip
9 B: 'll do
10 B: 's going to go

18 2 She's going to go snowboarding with Jim this afternoon.
3 Sarah and her friend are buying some popcorn.
4 They're going to watch a film in a few minutes.
5 Sarah is buying a new dress.
6 She's going to attend a dinner party tonight.

19 2 'll be 4 is giving 6 'll call
3 'm going to fix 5 will have

20 2 B 4 A 6 B 8 B 10 A
3 A 5 A 7 C 9 A

Speaking

(Suggested Answers)

Tomorrow I'm meeting my friends for dinner. This summer I'm going to travel to France on holiday. My life will be very different in ten years from now. I hope I'll be successful. I'll graduate from university and I'll find a job as a software designer. I hope I'll buy a nice house and have a big family.

Writing

(Suggested Answer)

In 10 years, I think there will be far more people on the planet. I think people will use more clean energy which won't harm the environment. I believe the temperature on Earth will rise and the planet will get hotter. Scientists will discover new medicines which will treat diseases. Companies will create eco-friendly cars which will run on batteries instead of petrol.

Exploring Grammar VII (Unit 28)

1 Examples in the text:

I'm sure **he'll be**

I think the festival **will be**

there **will probably be**

I promise **I'll send**

Anna outside so **I'll go**

- We use the base form of the verb after *will*.
- **FORM: Negative:** I/you/he/she/it/we/you/they **will not/won't do**
Interrogative: Will I/you/he/she/it/we/you/they **do?**

2 Examples in the text:

I'm **going to** attend

I'm **going to** buy

We're **going to** learn

- We use the base form of the verb after *be going to*.
- To form the **negative** we use **not** between *to be* and *going to*. e.g. *I am going to fly* → *I'm not going to fly*.
- To form the **interrogative**, we move the subject of the sentence **after to be**. e.g. *They're going to leave now*. → **Are they going to leave now?**

3 Examples in the text:

I'm **meeting**

a famous scientist **is giving**

- **Negative:** I am not/ 'm not + verb + -ing, he/she/it is not/ isn't + verb + -ing, we/you/they are not/ aren't + verb + -ing
- **Interrogative:** Am I + verb + -ing, Is he/she/it + verb + -ing, Are we/you/they + verb + -ing

4 a I'm going to attend, I'm going to buy

b he'll be, will be, will probably be

c I'm meeting, is giving

d I'll send

e we're going to learn

f 'll go

5 1 B 3 A 5 A 7 B 9 A

2 A 4 B 6 B 8 B 10 A

- 6 1 are meeting
2 won't let
3 'll make
4 're going to fall
5 's going to rain
6 will become

- 7 is travelling
8 will arrive
9 Is Denise going to appear
10 are you doing

Revision VII (Unit 28)

- 1 1 C 6 A 11 B 16 C 21 C
2 A 7 C 12 A 17 B 22 B
3 B 8 A 13 B 18 A 23 A
4 C 9 A 14 A 19 A 24 B
5 A 10 B 15 A 20 A 25 C

Grammar in Focus

- A 1 invented 3 the 5 in 7 a
2 was 4 his 6 some

- B 1 are making 3 showed 5 will be
2 In 4 It

- C 1 are you doing 3 a 5 can
2 will visit 4 colder 6 don't forget

Unit 29

- 1 **Countable nouns** are nouns which we can count. They have a singular and a plural form. **Uncountable nouns** are nouns which we can't count. They have only singular forms. We turn uncountable nouns into countables by using the following nouns in front of some uncountable nouns + **of** to show quantity: a **bottle** of water, a **cup** of tea, a **glass** of milk, a **bowl** of sugar, a **piece** of cheese, a **loaf** of bread, a **kilo** of meat, a **carton** of juice

- 2 2 U 5 C 8 U 11 C 14 U
3 U 6 C 9 U 12 C 15 C
4 U 7 C 10 U 13 U 16 U

egg – eggs, tomato – tomatoes, onion – onions, potato – potatoes, sandwich – sandwiches, carrot – carrots

- 3 2 c 3 e 4 d 5 f 6 b

Writing**(Suggested Answer)**

two cartons of milk
 a loaf of bread
 two packets of spaghetti
 a bottle of ketchup
 a jar of coffee

- 4 • We use **a/an** with singular countable nouns. – (an is used with nouns which start with a vowel and a with nouns which start with a consonant sound)
 • We use **some** with both plural countable nouns and uncountable nouns in the affirmative.
 • We use **any** with both plural countable nouns and uncountable nouns in the negative and the interrogative.
 • We use **no** instead of **not any** in negative sentences.

5 2 some 5 a 8 no
 3 a 6 some 9 some
 4 no, some 7 a 10 some

6 2 any 5 any 8 an, an
 3 some 6 a 9 any, some
 4 no 7 any 10 no

7 2 are some 6 are some 10 are some
 3 aren't any 7 isn't a 11 is a
 4 isn't a 8 isn't an 12 isn't any
 5 is some 9 isn't any

8 2 some 5 no 8 any 11 no
 3 any 6 a 9 some
 4 some 7 a 10 some

9 1 B 2 B 3 C 4 B 5 A 6 C

10 2 an 4 a 6 any
 3 some 5 any 7 some

Speaking**(Suggested Answers)**

There is some flour but there isn't any tea. I need to buy some. There is some spaghetti but there isn't any jam. I need to buy some. There are some biscuits but there aren't any crisps. We need to buy some.

Writing**(Suggested Answer)**

There's a new Italian restaurant in my town. It's got an interesting menu. It's got some tasty dishes. There is a choice of pasta dishes. There is some pizza. There are some salads. There aren't any sandwiches. There isn't any seafood.

- 11 • **A lot of** is used in affirmative sentences with plural countable and uncountable nouns.
 • **Much** is used in questions and negations with uncountable nouns.
 • **Many** is used in questions and negations with countable nouns.
 • **A few** is used with plural countable nouns.
 • **A little** is used with uncountable nouns.

12

a few	a little
chairs, men, books, glasses, knives, desks, erasers, bottles, potatoes	honey, water, butter, salt, jam, toothpaste, bread, money, time

13 2 b 3 c 4 a 5 d

14 2 much 5 much 8 much
 3 many 6 many 9 much
 4 many 7 a lot of 10 many

15 2 a lot of 4 many 6 much
 3 How many 5 many 7 a lot of

16 2 a little 5 a little 8 a little
 3 a few 6 little
 4 little 7 a little

17 2 How much, a little 7 How many, many
 3 How many, a few 8 How much, much
 4 How many, lots 9 How many, a few
 5 How much, a little 10 How much, little
 6 How many, lots

18 2 few 6 a lot of 10 any 14 much
 3 much 7 some 11 a
 4 a little 8 much 12 little
 5 some 9 a little 13 a few

- 19 2 many 6 a 10 no
 3 a lot of 7 little 11 any
 4 any 8 a lot of 12 some
 5 much 9 much

- 20 2 A 4 B 6 A 8 B
 3 B 5 C 7 B

Speaking

(Suggested Answers)

- A: How much juice do you drink each day?
 B: I don't drink much juice.
 A: How much milk do you drink each day?
 B: I don't drink much milk.
 A: How much pasta do you eat each week?
 B: I eat a lot of pasta.
 A: How much cereal do you eat each day?
 B: I don't eat much cereal.
 A: How much bread do you eat each day?
 B: I don't eat any bread.
 A: How many vegetables do you eat each week?
 B: I don't eat many vegetables.
 A: How much meat do you eat each week?
 B: I don't eat much meat.
 A: How much fish do you eat each week?
 B: I eat a lot of fish.
 A: How much fruit do you eat each day?
 B: I eat a lot of fruit.
 A: How much pizza do you eat each week?
 B: I don't eat much pizza.
 A: How much chocolate do you eat each week?
 B: I eat a lot of chocolate.
 A: How much cake do you eat each day?
 B: I don't eat much cake.

Writing

(Suggested Answer)

I drink a lot of water each day but I don't drink much juice or milk. I eat a lot of pasta each day, but I don't eat much cereal. I don't eat any bread. I don't eat many vegetables each week and I don't eat much meat. I eat a lot of fish and chocolate each week but I don't eat much pizza. I don't eat much cake each day but I eat a lot of fruit.

Unit 30

- 1 • We can use **can** to talk about ability, to ask for or give permission, to show possibility or to make a request.
 • We use **can't** to talk about lack of ability or to refuse permission.
 • We use **have to** to show obligation/necessity.
 • We use **don't have to** to show lack of obligation/necessity.
 • **Other modal verbs:** must/mustn't, should/shouldn't, could/couldn't, needn't, may/might.

- 2 2 F 3 E 4 C 5 D 6 A

- 3 2 can 3 can't 4 can't 5 can

- 4 2 doesn't have to 5 doesn't have to
 3 have to 6 don't have to
 4 has to

- 5 2 should 3 mustn't 4 must 5 should

- 6 2 can 5 doesn't have to 8 shouldn't
 3 mustn't 6 can
 4 should 7 should

- 7 1 have to 4 mustn't 7 mustn't
 2 should 5 should 8 Can
 3 can 6 can't

- 8 2 a 4 b 6 e 8 g
 3 c 5 f 7 h

- 9 2 has to write three essays each term at college.
 3 mustn't drive until you have a driving licence.
 4 don't have to bring a gift to the dinner party.
 5 can cook better than Sandra.
 6 can't stay out late on weekdays.
 7 Can I borrow some tools from you?
 8 must help people in need.
 9 can go out tonight.
 10 must bring your passport to the airport.

- 10 2 shouldn't eat foods with lots of fat.
 3 can dance well.
 4 has to take her dog for a walk.
 5 should follow the recipe when cooking.
 6 mustn't take photos in the art gallery.
 7 must respect your elders.
 8 can't enter the building.

- 11 2 You must apologise to Tim.
 3 You don't have to wash the car.
 4 You mustn't touch the statues.
 5 You should save some money.
 6 Can I have some of your coffee?
 7 She has to wear a uniform at work.
 8 You can take the day off.
 9 You mustn't worry.
 10 Can you help me, please?

- 12 2 A 4 C 6 B 8 C
 3 A 5 C 7 B

- 13 2 advise you 6 is necessary
 3 is able to 7 are not allowed
 4 it OK if 8 is not necessary
 5 strongly advise you

Speaking

You should exercise regularly. You shouldn't eat sweets or junk food. You should drink plenty of water. You shouldn't skip breakfast. You should get 8 hours of sleep each night.

Writing

Having a healthy lifestyle is important, here's what to do:

Do's:

- You should eat lots of fruit and vegetables.
- You should exercise regularly.
- You should drink plenty of water.
- You should get 8 hours of sleep each night.

Dont's:

- You shouldn't eat sweets or junk food.
- You shouldn't skip breakfast.
- You shouldn't eat foods with a lot of salt, sugar or fat.

Unit 31

- 1 **Affirmative:** I/you have + verb + pp., he/she/it has + verb + pp., we/you/they have + pp.

Negative: I/you haven't + verb + pp., he/she/it hasn't + verb + pp., we/you/they haven't + pp.,

Interrogative: Have I/you + verb + pp., Has/he/she/it + verb + pp., Have we/you/they + verb + pp.,

We use the **present perfect** for:

- actions which happened at an unspecified time in the past
- actions which started in the past and still continue in the present

- actions which have recently finished and their results are still visible
- experiences

- 2 2 has played 5 have watched 8 has learnt
 3 has read 6 have travelled
 4 has written 7 has met

- 3 2 She hasn't sent postcards to her family yet.
 3 She hasn't gone souvenir shopping yet.
 4 She has already taken videos on her camcorder.
 5 She hasn't gone on a boat ride on the River Seine yet.

- 4 2 has booked 5 have organised
 3 haven't eaten 6 hasn't got
 4 have asked

- 5 2 haven't showed 5 haven't bought
 3 have never eaten 6 haven't cooked
 4 Have you found

- 6 2 Have you ever run a marathon?
 Yes I have./No I haven't.
 3 Have you ever tried bungee jumping? Yes I have./No I haven't.
 4 Have you ever gone on a boat ride? Yes I have./No I haven't.

- 7 1 added 4 dropped, burnt
 2 have been, went 5 have just finished,
 3 has forgotten, didn't say baked, made

- 8 2 never 5 already 8 ago
 3 so far 6 yet 9 for
 4 yesterday 7 just 10 ever

- 9 1 B: made
 2 A: haven't seen B: was
 3 A: Have they visited B: went
 4 A: Has Sophie found B: moved
 5 A: have you known B: have known
 6 A: Have you cleaned B: washed
 7 A: Have they ever travelled
 B: have never been
 8 A: arrived B: has been

- 10 2 became 6 Have you ever
 3 did you decide appeared
 4 have always had 7 have hosted
 5 chose 8 have never travelled

11 2 B 4 A 6 C 8 A 10 A
 3 B 5 C 7 A 9 B

12 2 have already done 7 have never eaten
 3 walked 8 attended
 4 ate 9 was
 5 took 10 haven't competed
 6 didn't win 11 Have you ever visited

Speaking

(Suggested Answers)

A: What did you do yesterday morning?
 B: We entered a baking contest.
 A: What did you do in the afternoon?
 B: We competed in a festival fun race.
 A: What have you done so far?
 B: We have tried many pies and cakes.
 A: What haven't you done yet?
 B: We haven't attended the festival parade and we haven't made an apple pie yet.

Writing

(Suggested Answer)

Hi Joe,

Tom and I are in town for the Apple festival. We arrived two days ago and we've already done lots of things. Yesterday morning we entered a baking contest. It was a lot of fun. In the afternoon, we competed in a festival fun race but we didn't win. I've never run so fast before in my life! We've tried many pies and cakes so far. But we haven't attended the festival parade and we haven't made an apple pie yet. We're going to do all that tomorrow.

What about you? Have you ever visited a food festival?
 Mark

Exploring Grammar VIII (Units 29-31)

- 1 a) A) have you been here before, I've never tried squid ...
 B) I've ordered it ...,
 C) I've chosen a ..., haven't decided
- b) The **present perfect** is also used for actions which have recently finished and their results are still visible in the present.

- c) • We form the negative by adding **not** after **have/has**. e.g. *Mum **hasn't** cooked dinner yet.*

- We form the interrogative by putting **have/has** before the subject. e.g. ***Have you done** your homework?*

examples in the text:

have you ever been ...?, I haven't decided yet.

2 1 simple past 2 present perfect
 A 2 B 1

- 3 a) **advice:** You should try it
possibility: You can pick ...

- b) **ability:** can/can't – Sally **can cook** very well.
strong advice/duty: must/mustn't – You **must be polite** to your teachers.
permission: can – You **can use** my laptop.
obligation/necessity: have to – He **has to be** at school at 8:00 every morning.

- c) 2 shouldn't (I advise you not to ...)
 3 can't (aren't allowed to)
 4 don't have to (It isn't necessary to ...)
 5 must (It's your duty ...)

4 table – C pizza – C sauce – U
 restaurant – C tomato – C drink – C
 food – U mushroom – C glass – C
 pasta – U pepper – C juice – U
 seafood – U cheese – U
 menu – C olive – C

- 5 • We use **a/an** with countable nouns in the singular. **a** 'Build your own pizza', **a** glass
 • We use **some** in affirmative sentences with plural countable nouns and with uncountable nouns. **some** mushrooms
 • We use **any** in negative and interrogative sentences with plural countable nouns and uncountable nouns. *Are you having **any** olives?*
 • We use **no** instead of **not any** in negative sentences. *There are **no** olives.*

- 6 a) **examples in the text:**
 aren't many free tables..., a lot of interesting...
 ., How much money....?, a few peppers..., a little sauce...

- a lot + C/U
- much + U
- many + C
- (a) little + U
- (a) few + C

- b) • **Little** means hardly any, almost none, but not enough. e.g. *There is **little** milk in the glass. It's almost empty.*

A little means not much, but enough. e.g. *Tim has got **a little** sugar. He can make a cake.*

- **Few** means hardly any, almost none, but not enough. e.g. *There are (very) **few** tomatoes left. I need to buy some more.*

A few means not many, but enough. e.g. *Jim eats **a few** pancakes for breakfast every day.*

- c) 1 much 3 few 5 a few
2 a little 4 many

Revision (Units 1-31)

- | | | | | | |
|---|-----|------|------|------|------|
| 1 | 1 B | 6 C | 11 C | 16 B | 21 B |
| | 2 A | 7 C | 12 B | 17 B | 22 A |
| | 3 A | 8 B | 13 B | 18 C | 23 A |
| | 4 B | 9 C | 14 B | 19 A | 24 B |
| | 5 B | 10 A | 15 C | 20 B | 25 C |

Grammar in Focus

- | | | | |
|----------|------------------------|-----------|-------------|
| A | 1 the | 3 helping | 5 them |
| | 2 of | 4 are | 6 can |
| B | 1 have just discovered | 4 at | |
| | 2 lives | 5 bigger | |
| | 3 under | 6 rarest | |
| C | 1 a | 3 some | 5 carefully |
| | 2 the | 4 have to | |

Revision – Multiple choice

- | | | | | |
|------|------|------|------|------|
| 1 B | 17 A | 33 C | 49 C | 65 C |
| 2 B | 18 B | 34 A | 50 B | 66 B |
| 3 B | 19 B | 35 B | 51 A | 67 A |
| 4 C | 20 A | 36 C | 52 B | 68 C |
| 5 A | 21 B | 37 B | 53 B | 69 B |
| 6 B | 22 A | 38 A | 54 B | 70 A |
| 7 A | 23 B | 39 B | 55 A | 71 A |
| 8 A | 24 C | 40 C | 56 C | 72 A |
| 9 B | 25 C | 41 B | 57 C | 73 C |
| 10 B | 26 B | 42 B | 58 A | 74 B |
| 11 A | 27 C | 43 A | 59 C | 75 A |
| 12 B | 28 B | 44 A | 60 B | 76 C |
| 13 A | 29 C | 45 B | 61 C | |
| 14 C | 30 B | 46 B | 62 B | |
| 15 B | 31 A | 47 A | 63 A | |
| 16 A | 32 B | 48 B | 64 A | |

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